

## Great Materials for Promoting ESL Readers

Basal Textbook	Children's Literature	Non-Fiction
		
<p><b>Bibliographic Information:</b></p> <p>Cooper, J. D., &amp; Pikulski, J. J., (2007). <i>Reading Tennessee: Let's be friends</i>. Boston, MA: Houghton Mifflin.</p>	<p><b>Bibliographic Information:</b></p> <p>Sendak, M. (1963). <i>Where the wild things are</i>. New York, NY: Scholastic Inc.</p>	<p><b>Bibliographic Information:</b></p> <p>Wallace, K. (1999). <i>Duckling days</i>. New York, NY: DK Publishing.</p>
<p><b>Rating: 30-Appropriate for ESL Instruction</b></p> <p><b>Provides:</b> It divides several short stories up into themes, such as, <i>Lets Look Around</i> and <i>Family and Friends</i>. Each story can be linked to science and social studies activities. The book has a list of grade-level <i>words to know</i> before each story and then highlights those words as they appear in the text. It uses a variety of real life and cartoon pictures throughout the book making it appealing to young readers.</p>	<p><b>Rating: 30-Appropriate for ESL Instruction</b></p> <p><b>Provides:</b> This is a wonderful story where Max, a disobedient little boy sent to bed without his supper, creates his own world--a forest inhabited by ferocious wild creatures that crown Max as their ruler. It has vivid illustrations of monsters and forests that will captivate the students. It is also rich with vocabulary such as, wild, terrible, claws, private, and smelled.</p>	<p><b>Rating: 30-Appropriate for ESL Instruction</b></p> <p><b>Provides:</b> This book provides higher order thinking questions and requires students to pull from their background knowledge of ducks. It provides interesting ideas and concepts about where ducks live, how they are born, and how they interact with each other. There is a picture word list of appropriate vocabulary such as, nest, webbed feet, egg, bill, shell, feathers, river, and wing.</p>
<p><b>Level:</b></p> <p>Beginner Level 1<sup>st</sup>-3<sup>rd</sup> Grade</p>	<p><b>Level:</b></p> <p>Beginner Level 1<sup>st</sup>-3<sup>rd</sup> Grade</p>	<p><b>Level:</b></p> <p>Beginner Level 1<sup>st</sup>-3<sup>rd</sup> Grade</p>

<p><b>In the Classroom:</b></p> <p>I would use this book as reading and vocabulary practice for my students. For example, using the story <i>Animals in the Cold</i>, I would teach plurals with <i>s</i> and blending short <i>a</i> words. I would also use it to introduce new vocabulary words such as, animal, birds, cold, flowers, etc. One activity to go along with the reading would be to have the students draw a picture of an animal that lives in a cold climate. They can then tell a friend about their picture and describe where the animal lives using the vocabulary taught in the lesson.</p>	<p><b>In the Classroom:</b></p> <p>I would use this book to teach the elements of a story. You could do a story mapping activity with this book, identifying characters, setting, problem, events, and solution. Students could then write their own story using the appropriate story elements discussed. You could use the book to talk about and teach the vocabulary for certain emotions like anger and loneliness.</p>	<p><b>In the Classroom:</b></p> <p>I would use this book as small group guided reading and vocabulary practice for my students. <i>Pre-Reading:</i> establish a purpose for reading through prediction making, vocabulary introduction, or discussing ideas that will provide the readers with the background knowledge required for the text. <i>Reading:</i> observe the students as they read the text out loud. Provide guidance and coaching to individuals based on observations by providing prompts, asking questions, and encouraging attempts at reading strategy application.</p>
---	--	--